

Title of Instructional Materials: Glencoe Course Plus

Grade Level: Integrated II

Summary of Glencoe Core Plus Course 2

<p>Overall Rating:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: Looking at the Core Plus program holistically, the program is quite strong and is aligned with the Common Core State Standards. The integrated mathematics pathway suggested in Appendix A of the Common Core State Standards does not match the pathway of Core Plus, particularly in Course 2. Hence, we give Course 2 an overall rating of "Strong," even though on many of the rubrics for individual standards, Core Plus received lower marks.</p>	<p>Important Mathematical Ideas:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: The mathematical ideas presented in Course 2 are strong; however the alignment to CCSS is moderate.</p>
<p>Skills and Procedures:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: The mathematical ideas presented in Course 2 are strong; however the alignment to CCSS is moderate.</p>	<p>Mathematical Relationships:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: The entire program focuses on establishing real-world connections and connections between mathematical skills and concepts.</p>

1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to <i>contextualize</i> , to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Summary / Justification / Evidence:

Overall Rating:

☐1 ☐2 ☐3 ☐4

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Summary / Justification / Evidence:

Overall Rating:

☐1☐2☐3☐4

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), and/or page(s) reviewed:**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐ 1☐ 2☐ 3☐ 4

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), and/or page(s) reviewed:**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐1 ☐2 ☐3 ☐4

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), and/or page(s) reviewed:**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐1 ☐2 ☐3 ☐4

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), and/or page(s) reviewed:**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐1☐2☐3☐4

Domain: <i>The Real Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.RN.1 Explain how the definition of meaning of rational exponents follows from extending the properties of interger exponents to those values, allowing for a noation for radicals in terms of rational exponents.	Important Mathematical Ideas: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Skills and Procedures: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Mathematical Relationships: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Real Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.RN.2	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No rational exponents	Summary / Justification / Evidence: Properties of exponents are discussed
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Real Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.RN.3	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Complex Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.CN.1	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Complex Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.CN.2	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Complex Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.CN.7	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Complex Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.CN.8(+)	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>The Complex Number System</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.CN.9(+)	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.1a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Contexts and multiple approaches not well-developed.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.1b	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Talk about where the "pieces" come from but not necessarily what they mean.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Lack of contextual examples for this standard; special cases not developed.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.3a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.3b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 3	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.3c	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Concept not fully developed; discussed in further detail in Course 3	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp. 382-387	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Arithmetic with Polynomials and Rational Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.APR.1	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Concept of closure not discussed; polynomials not directly compared to integers.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Never creating exponentials; they are always given to students who analyze them.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.4	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): More focused on the relationships than re-writing equations.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.4a	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.4b	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Completing the square, complex solutions not a part of Course 2	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.7	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a lot of content with respect to this standard, although it is all covered.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.4	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not developed as deeply as in Course 1 and Course 3	Summary / Justification / Evidence: Designing parabolas;
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not ever estimating from a graph	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.7a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Don't talk about absolute value, piecewise, step functions; little context.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.7b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2A	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.8a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No completing the square, symmetry	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.8b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.9	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Only 1 homework assignment which is matching	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.1a	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No quadratic or exponential, which is required in the pathway for Math II	Summary / Justification / Evidence: Linear and rational well-covered
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.1b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: Good for linear and rational
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No absolute value; no even vs. odd; no need to find value of k on a given graph	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.4a	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.3	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Trigonometric Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.TF.8	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.9	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.10	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not sum of angles; not base angles of isoceles; others are often only in homework	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.11	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No opposite sides are congruent; rectangles are parallelograms; no formal mention of "proof"	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 184, #10	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.1a	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.1b	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Difficult to develop context	Summary / Justification / Evidence: Good graphics
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well developed	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 216, 222	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.3	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.4	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well developed; no Pythagorean theorem	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 184, #9	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.5	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 184 #9	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.7	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well-developed, only one homework problem	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 481 #20	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Similarity, Right Triangles, and Trigonometry</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.SRT.8	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Circles</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.C.1	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Circles</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.C.2	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Circles</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.C.3	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Circles</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.C.4(+)	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Circles</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.C.5	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No completing the square	Summary / Justification / Evidence: Point and radius
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.2	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.4	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No proving a point is on a circle; no proving shape is a rectangle	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Geometric Measurement and Dimension</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GMD.1	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not in Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Geometric Measurement and Dimension</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GMD.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No sphere or cone; only covered in homework	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): no "union" intersect" or "compliment"	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No problem specifically asks given a probability, are these events independent?	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.4	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Integration with other ideas	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): integration with other mathematical ideas	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Integration with other mathematical ideas	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.7	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No requirement for interpretation or explanation	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.8(+)	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Conditional Probability and the Rules of Probability</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.CP.9(+)	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Using Probability to Make Decisions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.MD.6(+)	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Using Probability to Make Decisions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.MD.7(+)	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Only homework problems; not well-developed	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

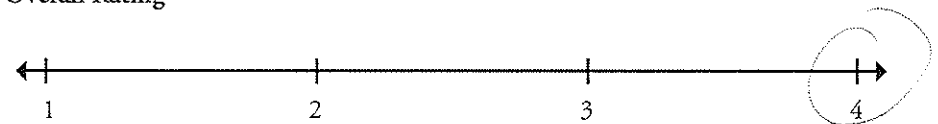
p. 4-5

Summary/Justification/Evidence

Focus questions @ begin of investigations
Asked to speculate then check
Compare results discuss surprises
Explain why results make sense

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

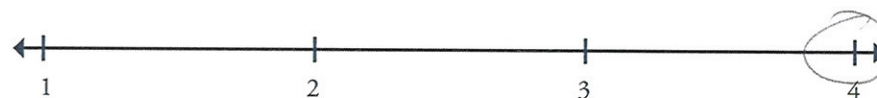
p. 4-9

Summary/Justification/Evidence

Unit 1 Investigations in context
STM decontextualized

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

p. 4-5

Summary/Justification/Evidence

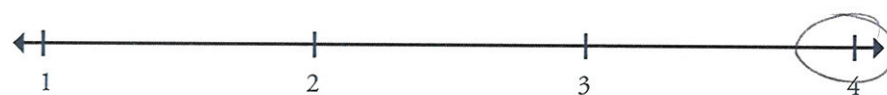
Conjectures about ramp length & height
look @ 2 diff cases

→ speculate about new contexts based on results

small group
to class discussion
continually allows
for listening to
others & asking
questions

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

p. 11-12

p. 30-

Summary/Justification/Evidence

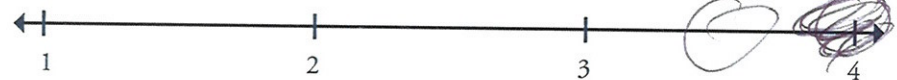
Distance affect light/sound

3 var. eq. constraints on 2 ... (how many car wash
eg. graphs

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

making revisions later....

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

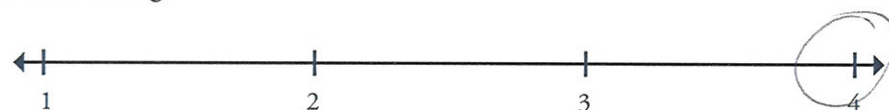
Unit 1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

CPMP tools do all
& use integrated
throughout text

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

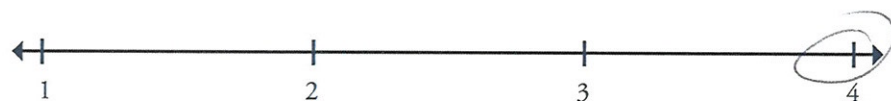
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Contexts drive use of units, labeling, etc
(precision)

Focus on discussion & explanation

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), or page(s) reviewed.

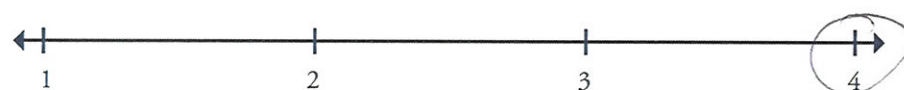
Unit 1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Focus on patterns w/linear, exp. - all relationships
Building complex from small parts

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

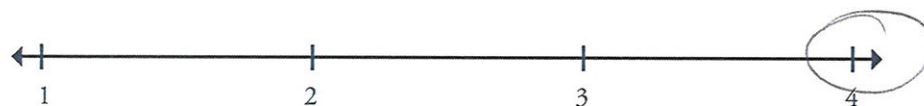
Unit 1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

STM: recap & focus on patterns/repetition
& general methods & shortcuts

Overall Rating



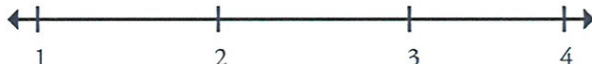
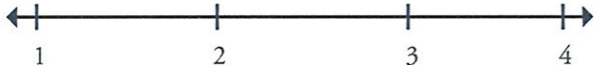


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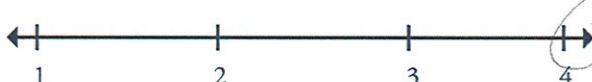


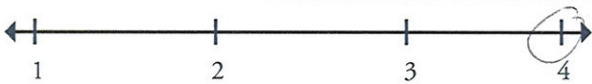
Title of Instructional Materials:

MATHEMATICS II — NUMBER AND QUANTITY (N)

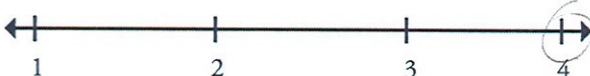

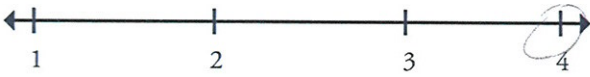
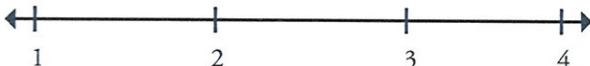
The Real Number System (N-RN)

Extend the properties of exponents to rational exponents.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.1a</p> <p>1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>p. 8 #9 p. 9 c4U p. 14 STM exp p. 29 c4U</p> </div> <div style="width: 45%;"> <p>p. 333 #1, 2 p. 334 #3, 4 p. 335 c4U p. 363 c4U</p> </div> </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Context Multiple ways to interact</p> <p>Overall Rating </p>

Seeing Structure in Expressions (A-SSE)



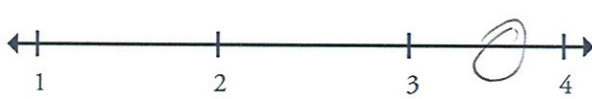
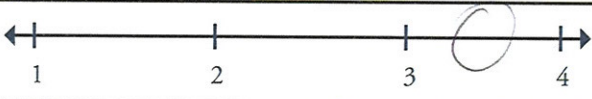
Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.1b</p> <ol style="list-style-type: none"> Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="font-family: cursive;"> <p>p. 342 Quad formula as parts</p> <p>p. 380 #6 exp</p> <p>p. 383 explains why equations are good models, where factors come from</p> </div>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <div style="text-align: right; font-family: cursive;">for quadratic</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div style="text-align: right; font-family: cursive;">? exponential?</div> <div>Overall Rating</div> 

Reviewed By: _____




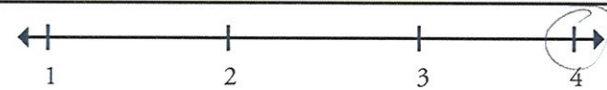
Title of Instructional Materials: _____

MATHEMATICS II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.2</p> <p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Note: Quadratic and exponential.</p> <p>p. 337 expanded g. p. 338 factored g. 339 p. 340 STM</p> <p>p. 380 #6 p 383</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>not as contextual</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>exponential</p> <p>Overall Rating </p>

Seeing Structure in Expressions (A-SSE)

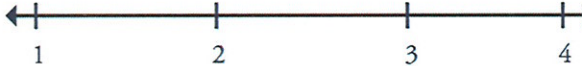
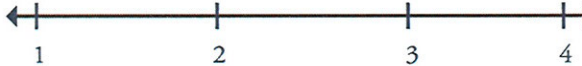
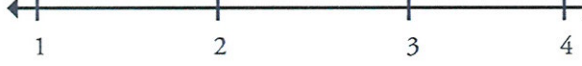

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.3a 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. Note: Quadratic and exponential.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Context connected</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p. 337 (bottom)-338 #8-12, STM, CYU</i>	

Reviewed By: _____

Title of Instructional Materials:

MATHEMATICS II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

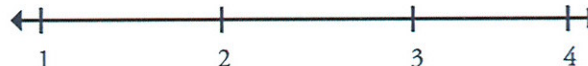

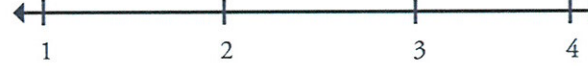

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.3b</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <div>Overall Rating </div>

Reviewed By: _____

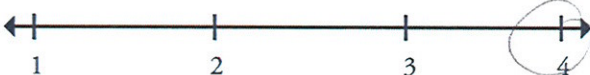

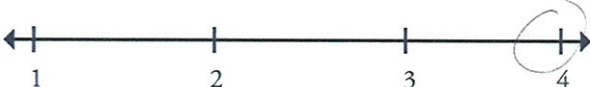
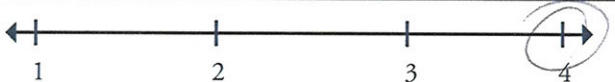
Title of Instructional Materials: _____

MATHEMATICS II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

<p>Write expressions in equivalent forms to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-SSE.3c</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="text-align: center; margin-top: 50px;"> <p>377-390</p> <p><i>didn't see anything quite like example...</i></p> </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Creating Equations (A-CED)


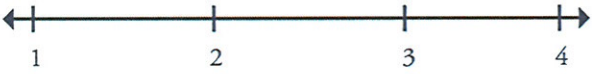

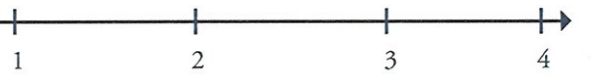
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-CED.2</p> <p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 30-31 cut grass, wash cars p. 32 #6, 7 CYU p. 51 #2 Science club fundraiser 53 CYU b</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — ALGEBRA (A)

Creating Equations (A-CED)


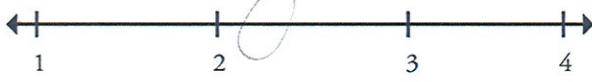

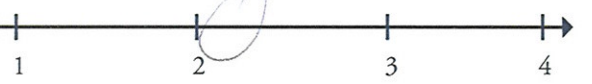
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-CED.4</p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>*</p> <p>Note: Include formulas involving quadratic terms.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0; transform: rotate(-15deg); transform-origin: center;"> <p>p. 27 explores how changes in one value affect the rest...</p> </div> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 29 CYU b volume of hot air balloon</p> <p>p. 229 #38 040</p> <p>(p. 52 substitution)</p> <p>p. 391 #29 pyramid volume nework</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>?? more focus on relationship than rearranging</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-REI.4b</p> <p>4. Solve quadratic equations in one variable.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>Note: Quadratics with real coefficients.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 341-344 factoring not much context (refers back to pumpkin chunkin... # quadratic</i></p> <p><i>p. 48 #35 sq. roots</i></p> <p><i>p. 68 #31 ") no context</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Completing the Square complex soln.</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Solve systems of equations.

A-REI.7

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*

Note: Linear-quadratic systems.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 365 #4 (3) Profit
graphically

p. 366

algeb.

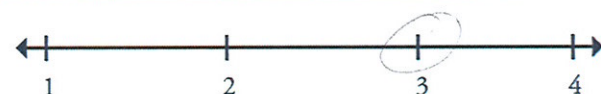
367 STM
c4U

thought I
saw this
stuff in other
places
as well...?

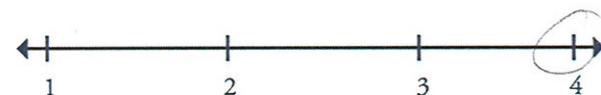
not much
context
but previously.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



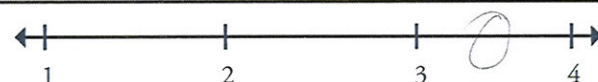
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating


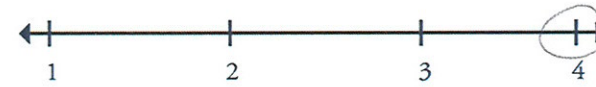

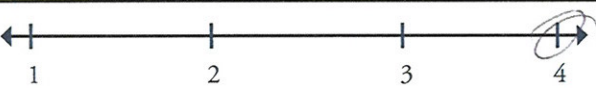


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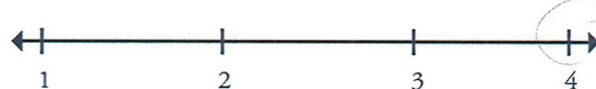

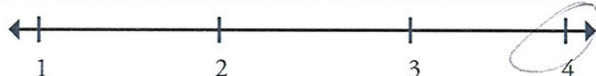
Title of Instructional Materials:

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.5</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Note: Quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 330 #6 intro, b, e, g sound intensity 3B1 std good discussion</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div>
	Overall Rating 

Interpreting Functions (F-IF)


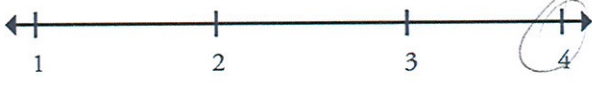
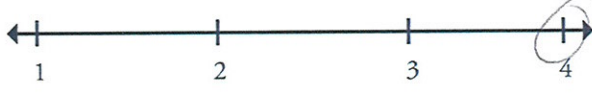
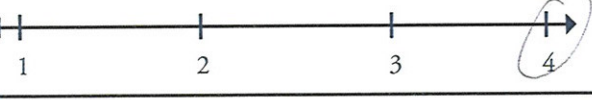
<p>Interpret functions that arise in applications in terms of the context.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-IF.6</p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>Note: Quadratic.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 4-9 ramp relationship btw length & time #9c #11 C4U, STM a</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>not estimating from a graph</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7a 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 22 #15 ~~graph~~ identify as linear or quadratic
check by graph

p. 30-31 graph linear (what x gives y)

p. 38 #10 (y-intercept)

p. 42 #22 (x & y-int)

p. 334 #4
max, min, int





not much
context
here...

Reviewed By: _____

Title of Instructional Materials: _____


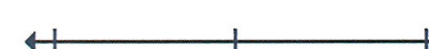
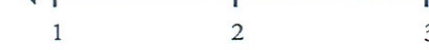
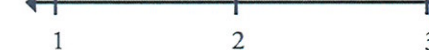
MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	

Title of Instructional Materials:

Interpreting Functions (F-IF)


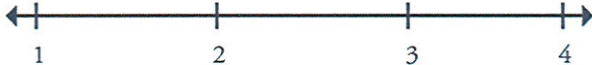

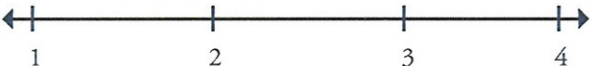
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.8a 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <ul style="list-style-type: none"> a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Important Mathematical Ideas 
	Skills and Procedures 
	Mathematical Relationships 
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
<i>quadratic</i> <i>p.333 #1, 2</i> <i>factoring (sort of)</i> <i>x-int, max</i> <i>— 340</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>completing the square</i> <i>symmetry</i>
<i>text starts with factored form & discusses key points, so students should know what to do after factoring...</i>	Overall Rating 

Reviewed By: _____


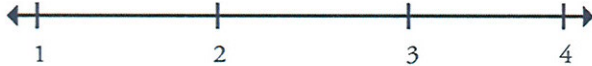

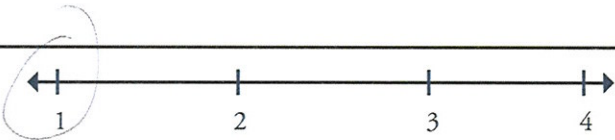
Title of Instructional Materials: _____

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.8b</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i></p> <p>Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

Interpreting Functions (F-IF)




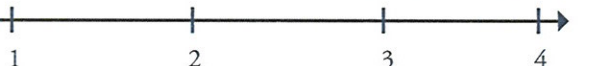
Analyze functions using different representations	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.9</p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p 19 #7 matching, not comparing</i></p> <p><i>p. 373 #19... don't see it</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Not developed in class activities...</i></p>
	<p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — FUNCTIONS (F)

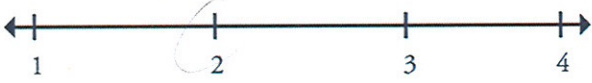

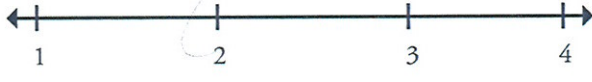
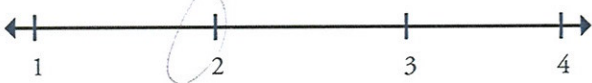
Building Functions (F-BF)

<p>Build a function that models a relationship between two quantities.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-BF.1a</p> <p>1. Write a function that describes a relationship between two quantities.*</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Note: Quadratic and exponential.</p> <p><i>Done well with linear, rational & $P = 15d + 12m$ etc</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 8-17 rational</i> <i>32-37 rational/non-rat non exp</i> <i>360-363 same</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>All 4s for linear & rational...</i> <i>no quadratic/exp</i></p> <p>Overall Rating </p>




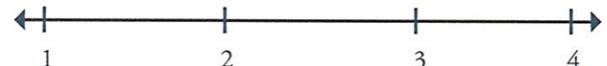
Reviewed By: _____

Title of Instructional Materials: _____




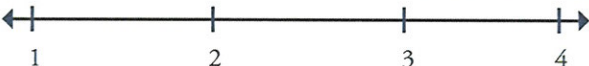
MATHEMATICS II — FUNCTIONS (F)**Building Functions (F-BF)**

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-BF.3</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>Note: Quadratic, absolute value.</p> <p><i>Done with</i> $y = x \Rightarrow y = kx^r$ $y = \frac{1}{x} \Rightarrow y = \frac{k}{x^r}$ <i>So semi quadratic...</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 12 ✓ (look at graph for diff k) p. 64? p. 278 #20 matching $f(x)$, $f(x)+k$ etc to graph... p. 346 #7 not really... <i>uses technology to explore.</i></i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Find value of k given graph absolute value even vs. odd</i></p> <p>Overall Rating </p>

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.* Note: Include quadratic.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Congruence (G-CO)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

p. 192 #32 midpoints, lengths
p. 169 CYUd
parallel to 3rd side

180°
base angles isosceles

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.

G-CO.11

Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 184 #10

diagonals
bisect
no context

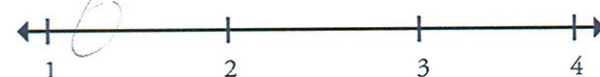
no formal
mention of
proof
- "show"

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

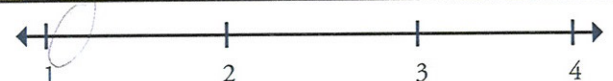


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

opp \angle s \cong
rect \rightarrow parallelograms

Overall Rating



Similarity, Right Triangles, and Trigonometry (G-SRT)

p. 184 #9
only $\frac{1}{2}$, no other proportions
no Pythagorean theorem

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.

G-SRT.6

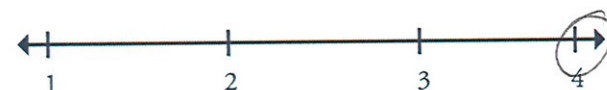
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 461 talk of ratios $\frac{y}{x}$, $\frac{x}{r}$, $\frac{y}{r} \rightarrow \sin, \cos, \tan$
discussion of $\sin \Delta$ as result of
transformation centered @ origin

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



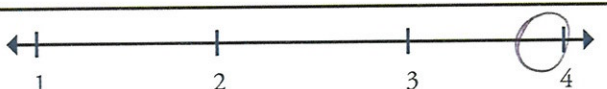
Mathematical Relationships



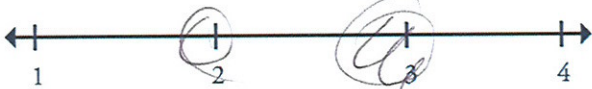


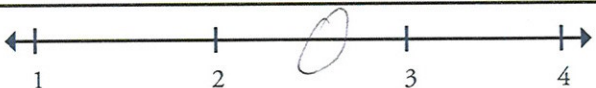
Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Similarity, Right Triangles, and Trigonometry (G-SRT)

<p>Define trigonometric ratios and solve problems involving right triangles.</p>		<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>	
<p>G-SRT.7</p> <p>Explain and use the relationship between the sine and cosine of complementary angles.</p>		<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>	
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 481 #20 Good, but as a homework problem? would need to be discussed in class</p>		<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Not well developed in general</p>	
		<p>Overall Rating </p>	

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.

G-SRT.8

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 458 - 460
#1 Pythag
#2 "
p. 464
#8 solve Δ
with tan

p. 467 - 477
#1 height of Everest
#2 solve using
5M (470) trig

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

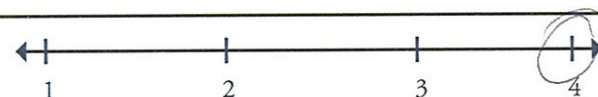


Summary / Justification / Evidence

Very contextual
refers to rigidity of Δ from Course 1

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — GEOMETRY (G)

Circles (G-C)

Circles (G-C.4)	
Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-C.4 (+) Construct a tangent line from a point outside a given circle to the circle.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Expressing Geometric Properties with Equations (G-GPE)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p-175 Prep ?s
p-176 #2 pt & radius
(doesn't specifically say Pythag)
#3
#4 center not @ origin
#8a (Pythag) \rightarrow prove Δ in circ
sim \nwarrow (not deriving equation)

Expressing Geometric Properties with Equations (G-GPE)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

11.5-11.6 Create rectangles using points on vertical lines

p. 169 Prove Δ is what kind control tower

p. 173 # 7b \rightarrow make rectangles given 3 vertices

8 prove diagonals of rect =

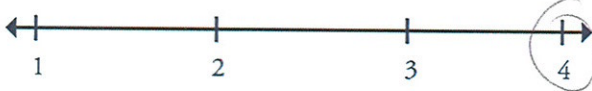
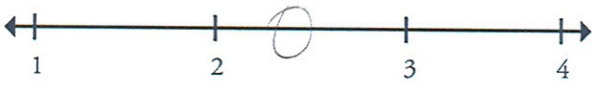

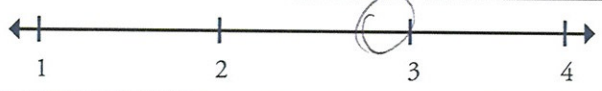
p. 178 determine if a \odot & find a point on it

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — GEOMETRY (G)

Geometric Measurement and Dimension (G-GMD)

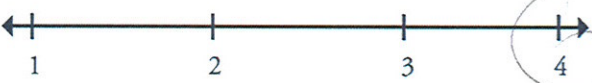
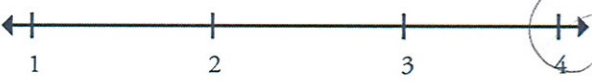
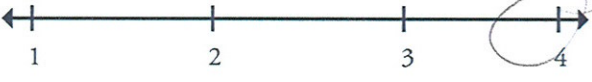
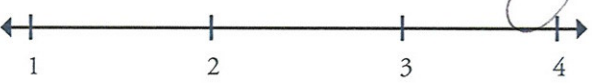
Explain volume formulas and use them to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>G-GMD.3</p> <p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*</p> <p style="text-align: right;"><i>Assuming volume is in context....</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 24 #27 volume of cylinder (HW) > context p. 376 #28 " volume of cone (naked) p. 391 #29 volume of pyramid p. 481 #18 pyramid</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>no sphere or cone no class work coverage</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — STATISTICS AND PROBABILITY (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>S-CP.3</p> <p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>Note: Link to data from simulations or experiments.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>lots of exploration of ideas & contexts</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 529 - 542 data collection from class (sneakers)

*#2 conditional
p. 530*

*$P(A|B) = P(A) \rightarrow$ p. 530 #3d
#6 male/female
brown/eye/blue
p. 531 GYU*

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — STATISTICS AND PROBABILITY (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.

S-CP.4

Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

Note: Link to data from simulations or experiments.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 521 - 535

standard addressed

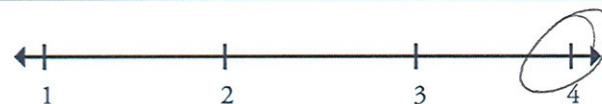
context

ketchup

multiple approaches

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

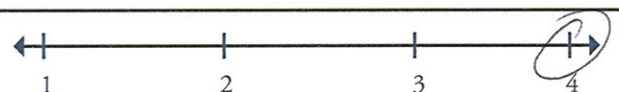


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

integration with other mathematical ideas

Overall Rating



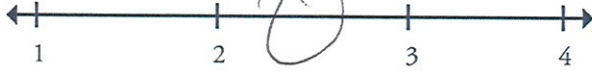



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — STATISTICS AND PROBABILITY (S)

Conditional Probability and the Rules of Probability (S-CP)



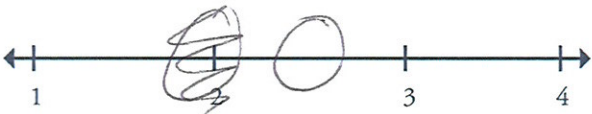
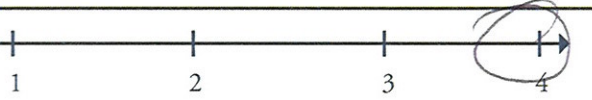
<p>Understand independence and conditional probability and use them to interpret data.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>S-CP.5</p> <p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p> <p>Note: Link to data from simulations or experiments.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 524-542 Ketchup on fries vs. plate Contextual & decontextualized multiple approaches</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>integration with other mathematical ideas</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — STATISTICS AND PROBABILITY (S)

Conditional Probability and the Rules of Probability (S-CP)

<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>S-CP.6</p> <p>Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 528-531 ketchup</p> <p>context</p> <p>multiple approaches</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>integration with other mathematical ideas</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS II — STATISTICS AND PROBABILITY (S)

Conditional Probability and the Rules of Probability (S-CP)

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

S-CP.7

Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 358 #52
rolling 2 die
(no interpretation)

p. 392 #33

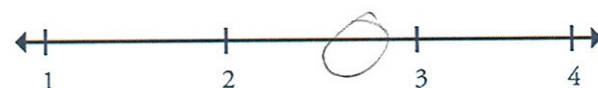
p. 559 #20

HW

p. 534
#5
Recall ...
A or B

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

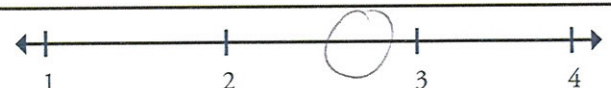


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

no requirement for interpretation
or explanation

Overall Rating



Conditional Probability and the Rules of Probability (S-CP)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

f-332
#2
rule shown

p-536
#1 parking
tickets
fine values

Rule developed through inquiry & applied to various contexts connected to models

~~Rule developed from~~

Using Probability to Make Decisions (S-MD)

Overall Rating

Source: <http://www.fishbase.org>

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

S-MD.7

(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Note: Introductory; apply counting rules.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Summary / Justification / Evidence
Both great problems, but not part of classwork

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 557 #16, #17
sports winners & nice
different games
HW

but #2 p. 547
does

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

more making decisions than analyzing others

Overall Rating

